

Name: Edgar  
Date of Birth: November 21, 1986

Edgar is a 15-year-old student diagnosed with mental retardation. He comes from a multicultural family. Due to being born in the United States, Edgar was granted citizenship status. However, he grew up in a family of undocumented aliens, with his mother working in the fields as a migrant worker, fleeing city to city, obtaining employment on an unsteady basis whenever possible. His father abandoned him and his mother at birth.

Edgar dropped out of school in the 6<sup>th</sup> grade. Because his family was constantly on the move, school officials were never able to find him. When Edgar was 13, his mother abandoned him. She died two months ago of a drug overdose. Edgar was recruited by narcotics traffickers to transport drugs. Numerous arrests for various offenses followed and he was finally apprehended.

Edgar is a quiet, reserved young man. He is neat, polite, and seems to understand that there are people who want to help him. He receives accommodated instruction on a daily basis. Edgar sits quietly in class, looking at books, worksheets, math problems, or practical exercises. He often appears to be in a trance, totally lost and not comprehending of the task for which he is engaged. He will not ask for help except for in extreme situations. Edgar has short-term memory loss.

Edgar has a true desire to learn and to try hard. When he was sick from class one day, upon returning to the classroom he was very concerned that he would be expelled for missing the previous day of school. He wants to learn to read better and tries very hard. His reading books are at the Low Essential level. He has a genuine desire to improve himself and to learn. He gets along very well with other inmates. Two inmates usually accompany Edgar to class to protect him from others. He has a difficult time functioning independently.

Student Name: \_\_\_\_\_ IEP Date: \_\_\_\_\_

Student Name <b>Edgar</b>		Date of Meeting <b>February 6, 2002</b>	
<b>Student Demographics</b>			
DOB <b>November 21, 1986</b>	Age <b>15</b>	Grade	Home Language <b>English</b>
School of Residence <b>ADJC</b>	School of Attendance <b>ADJC</b>	Language of Instruction <b>English</b>	LEP [ ]Y [ <b>X</b> ]N Category of Eligibility <b>Mental Retardation</b>
Parent/Guardian <b>Harry</b>	Home Address <b>2 Wardstate Avenue</b>	Home Phone <b>602-555-4422</b>	Work Phone <b>602-555-0433</b>

<b>IEP Team Meeting Participants §300.344(a)(1-7)</b>		
Role	Name	Date
Student	<b>Edgar</b>	<b>February 6, 2002</b>
Parent/Guardian/Surrogate	<b>Harry</b>	<b>February 6, 2002</b>
LEA Representative	<b>Larry</b>	<b>February 6, 2002</b>
Special Education Teacher	<b>Carmine</b>	<b>February 6, 2002</b>
Regular Education Teacher	<b>Wilma</b>	<b>February 6, 2002</b>
Individual to interpret the results of the evaluation	<b>Tracey</b>	<b>February 6, 2002</b>
Agency Representative <b>CPS Case Manager</b>	<b>Patsy</b>	<b>February 6, 2002</b>
Interpreter _____ language		
Other <b>Transition Specialist, ADJC</b>	<b>Fern</b>	<b>February 6, 2002</b>
Other		

**Student/Family preferences and interest/vision for adult life, in the areas of employment, community participation, recreation and leisure, mobility, post-secondary training and learning opportunities, and independent living (ages 14-21, or younger if appropriate).**

Edgar is unsure of what he wants to do upon release. He knows he will move into a new foster care home. Edgar enjoys being around people. He likes to help people, and to receive help back. Edgar has the desire to learn new skills and to learn to read better.

**Present Levels of Educational Performance (PLEP)**

Indicate where the student is performing in regards to AZ Academic Standards in the areas identified. AAC R7 2-401(e)(3) Include a description of how the student's disability affects his/her involvement and progress in the general curriculum. For preschool children, consider how the disability affects the student's participation in appropriate activities. Beginning at the age of 14, discuss where the student is currently functioning and what the student's strengths and areas of need are aligned to his or her identified post-school vision and desired outcomes.

Edgar's reading skills are at the Low Essentials level. He has a strong desire to improve himself in all academic areas.

Due to having short-term memory loss, Edgar needs to learn instructional strategies which will help him compensate for this memory loss, which impacts his ability to read and retain information as well. Checklists, written instructions, and the use of a tape recorder to record important information from reading assignments might benefit Edgar. Edgar has very good interpersonal skills and personal grooming and hygiene skills. He is well mannered and gets along well with others.

He is very dependent on the assistance of others. Edgar would benefit from life skills activities to become more independent. He knows people are always willing to help him, although Edgar rarely asks for assistance except in extreme situations. Edgar is interested in learning to read better and to try harder. He has a genuine desire to improve his skills. Edgar has had a difficult time functioning independently and needs assistance in life skills training. Edgar is social and gets along well with others. Edgar needs instructional strategies such as the use of checklists and written instructions which will help him with his short-term memory loss. Edgar needs to go through interest inventories and career exploration to assist him in making decisions about his future.

**Statement of Transition Service Needs focusing on the student's courses of study, developed by the age of 14 and updated annually:**  
§300.347 (7)(b)(1)

Age: <u>15</u> School Year: '01-'02	Age: <u>16</u> School Year: '02-'03	Age: <u>17</u> School Year: '03-'04	Age: <u>18</u> School Year: '04-'05	Age: _____ School Year: _____
Life Skills Reading	Life Skills Reading	Life Skills Reading	Life Skills Reading	
Life Skills Math	Consumer Math- money and time management	Consumer Math-money management and banking	Consumer Math-budgeting and purchasing	
Life Skills Language Arts	Life Skills Language Arts	Social Skills Training	On-the-job training experience	
Vocational Skills Training	Maturity and Employability Skills Training	Anger Management training	Design for Living	
Merging Two Worlds	Merging Two Worlds	Merging Two Worlds	Merging Two Worlds	

**Additional Educational Opportunities:**

Edgar will be exposed to decision-making skill training and resiliency skill training during the Merging Two Worlds class. He will also take interest inventories to help him determine possible careers to pursue.

**Statement of Transfer of Rights at the Age of Majority §300.347(7)(c)**

At least one year before reaching the age of majority (age 18 in Arizona), the student and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a student with a disability whose rights remain with a court appointed guardian).

- ☐ Yes, Date: \_\_\_\_\_
- ☐ Guardianship legally held by other \_\_\_\_\_

Student Name: \_\_\_\_\_ IEP Date: \_\_\_\_\_

Statement of Needed Transition Services, developed by the age of 16 and updated annually, promoting movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation §300.347 (7)(b)(2)

Transition Services	Needs and Activities	Agency(ies) Responsible	Provider & Payer
Instruction:	*Participate in peer tutoring in reading *Access TABE curriculum *Take self advocacy course *Learn about time management *Learn about community agencies that provide services and support people with disabilities.	*Edgar, Special Education teacher *Edgar, Special Education teacher *Edgar, Case Manager *Edgar, Special Education *Edgar, Case Manager	*ADJC *ADJC *CPS *ADJC *ADJC, CPS
Community Experiences:	*Learn about places to shop for food, clothes, and household items *Join a community recreation league upon exit in area of interest *Identify different living/housing options	*Edgar, Parole Officer *Edgar, Case Manager *Edgar, Special Education teacher	*Edgar, ADJC *Edgar, CPS *ADJC
Employment:	*Take workplace maturity and employability skills training class *Practice completing applications and interviewing skills *Schedule appointment with VR to determine eligibility	*Edgar, Special Education teacher *Edgar, Special Education teacher *Edgar, Special Education, VR	*ADJC *ADJC *VR
Related Services:	*Identify agencies that provide substance abuse counseling *Identify possible sources of support for coping with difficult life situations *Identify potential post school providers of related services and funding sources	*Case Manager *Case Manager *Case Manager, DDD	*CPS *CPS *CPS, DDD
Post-secondary training and Adult Living:	*Apply for Social Security benefits *Obtain assistance on management of financial resources and legal issues	*Edgar, surrogate, Case Manager *Edgar, Case Manager, Center for Disability Law	* Surrogate and CPS *CPS, Center for Disability Law
Daily Living (if appropriate):	*Meet with Division of Developmental Disabilities Support Coordinator to determine eligibility *Develop a network of informal supports	*Edgar, surrogate parent, DDD *Edgar, Parole Officer	*DDD *ADJC
Functional Vocational Evaluation (if appropriate):	*Complete interest inventories *Identify agencies that provide vocational evaluation	*Edgar, Special Education teacher *School psychologist	*ADJC *ADJC

Student Name: \_\_\_\_\_ IEP Date: \_\_\_\_\_

**Agency Collaboration and Responsibilities (by age 16, or younger if appropriate)**

School Year	Needed Services	Agency & Contact Person	Who will Contact & When	Timeline for Delivery of Service(s)	Results and Outcomes
'01 – '02	Eligibility determination	DDD Support Coordinator	Case Manager- by March '02	April '02 – June '02	Determine eligibility, habilitation assistance
'01-'02	Social security benefits	Social Security Administration	Case Manager, surrogate parent, by April '02	Upon determination of eligibility	Social security benefits to assist with living needs and access to support services from adult service providers
'02 – '03	Vocational evaluation	Vocational Evaluator	Case Manager by October '02	October '02 – March ' 03	Conduct voc. evaluation
'02-'03	Legal assistance	Center for Disability Law	Case Manager by May '02	May '02	Obtain information on legal assistance and places to go for advocacy needs

DDD was invited to attend but unable to do so. CPS will follow up in March to initiate paperwork.